

MODERN LANGUAGE NOTES.

Baltimore, December, 1887.

THE MODERN LANGUAGES IN THE Versammlung Deutscher Philologen und Schulmänner.

The thirty-ninth session of the Association of German Philologists and Schoolmen was held in Zürich from September 28th to October 1st. The number of members present was two hundred and fifty. In addition to this, numerous Swiss scholars and teachers attended the meetings. The faculty of the university of Zürich were the immediate hosts, though the Bundesrat and the cantonal and city authorities of Zürich united in the most generous provision to do honor to their guests and extend a munificent hospitality. For the social entertainment of the Society excursions had been arranged to the top of the famous Ütliberg, and to the island of Ufenau in lake Zürich, where Ulrich von Henthen died, also for a general banquet and a grand *Commers*, and for the performance of the 'Antigone' in the original Greek, by students of the university and gymnasium. Numerous *Festschriften*, for distribution among the members, had been published by scholars to commemorate the occasion; programmes also of the various admirable educational institutions of Switzerland, showing the high character of the instruction afforded, were at the service of the Association. The Society is divided into seven sections as follows: for the Oriental, Classical and Germanic-Romance languages; for instruction in the modern languages; for mathematics and natural science, for archæology, and for pedagogy. The early morning was devoted to the meetings of the separate sections, after which the general sessions were held.

The large number of papers which were read before the Germanic-Romance section led, some years since, to its division, without a clearly defined and separate province for each. Professor Tobler of Zürich presided over the Germanic-Romance section, and Professor Sachs of Brandenburg, over the section for instruction in the modern languages.

The subjects of the papers in these two sections were as follows:

In the GERMANIC-ROMANCE SECTION:

- "Schweizerdeutsch und Schriftdeutsch in ihren geschichtlichen Beziehungen." Prof. Dr. F. KLUGE, Jena.
- "Über die Windeck-Handschriften in Zürich." Prof. Dr. REIFFERSCHEID, Greifswald.
- "Der Ring des Heinrich Wittenweiler." Prof. Dr. BÄCHTOLD, Zürich.
- "Die Untersuchung lebender Mundarten und ihre Bedeutung für den akademischen Unterricht." Prof. Dr. MORF, Bern.
- "Zur Psychologie Heinrichs von Kleist." Dr. WETZ, Strassburg.
- "Das Strassburger Theater von der Reformation bis zum Anfang des 30jährigen Krieges." Dr. CRÜGER, Strassburg.

In the SECTION FOR THE MODERN LANGUAGES:

- "Behandlung deutscher Eigennamen im Französischen mit spezieller Beziehung auf das Wörterbuch von Sachs." Prof. Dr. HUNZIGER, Aarau.
- "Über die Biographien der Frau v. Staël." Prof. Dr. BREITINGER, Zürich.
- "Lettres inédites de J.-J. Rousseau à Madame d'Houdetot." Prof. RITTER, GENF.
- "Die provenzalische Litteratur früher und jetzt." Prof. Dr. SACHS, Brandenburg.
- "Fragen über die Organisation des neusprachlichen Unterrichts an den höhern Lehranstalten Deutschlands, Österreichs und der Schweiz." Prof. Dr. MAURER, Lausanne.

The relation of the Swiss dialects to one another and to the High German is receiving elaborate investigation in the great dictionary of Staub and Tobler, but the historical steps by which the written language of Luther supplanted the Swiss literary language of the time in vocabulary and forms has not before received any adequate presentation. Professor Kluge, of Jena, read a most interesting paper upon this subject. He sought to justify Zwingli in the use of his native Swiss-German, from the circumstances of the time. Zwingli has been censured by Luther and later by Heinrich Rückert for employing his familiar dialect in his writings at the time of the Reformation. Rückert maintains that Zwingli should have used the High German of Luther. It is not known in what language the discussions between Luther and Zwingli in Marburg, in 1529, were held. As early as 1570 the language of Luther had penetrated the district of

the Low German. Throughout the period of the Reformation the spoken language was the prevailing language. Until 1575 the Swiss dialect held almost unlimited sway in Switzerland. Luther's language had not at first the authority which it afterward acquired. There was then a great conflict against the Latin, and the struggle between the German dialects for supremacy occurred later. The Basel Bible contained explanations of words that were used in Luther's translation, as of Hügel, etc. The tract of Zwingle, "Von Erkiesen und Fryheit der Spysen" (*Über die Freiheit der Speisen*), was published in three editions in the Swiss dialect: in the fourth, it appeared in High German.

In general, it may be said that the literary language of Switzerland was not affected by Luther's High German until the end of the century. There was a gradual transition to the language of Luther, in the written language; Catechisms were published in Swiss German as late as 1595. The introduction of the new vowels may be traced from 1580. The change is first manifest in the literature, and only appears much later in the courts and records. Zürich was later than Basel in being affected by the new movement. There is apparently a striving on the part of some literary men to adopt the new language, and the movement became general in the great writers from 1720-1750, in which period the Swiss German exercises an influence upon the literary German of the North. Haller, Bodmer, Breitinger, Zimmermann, Gessner and Iselin, have numerous Swiss words in their vocabulary, and Swiss forms in their syntax. Some of these have been adopted in the present literary language. Many of them were commended by Lessing and employed by Wieland, and are to-day common property. The introduction from the Swiss of certain participial forms was cited. The attitude of Lessing toward a general German language based on the Middle German, was considered, and the part which Gottsched and the Silesian School bore in the contests of the eighteenth century was briefly considered.

A paper which awakened great interest was that of Professor Morf, of Bern, on the "Investigation of living dialects and their im-

portance in academic instruction." The Swiss cantons present an interesting field in the variety of dialects which they exhibit, and the experience of a scholar who has submitted his theories to a practical test was regarded as of extreme value. His method will perhaps suggest a system of studying and recording the dialectic peculiarities of different sections of our own country. The illustrations are taken from the study of the Romance languages, which are represented by Professor Morf.

The study of the Old French language and literature is indispensable for one who would acquire a scientific knowledge of Modern French, such as a teacher in a Gymnasium should possess. At present, however, too great stress is laid in the German universities on the study of Old French, which can and should be limited in favor of a more thorough and scientific knowledge of the Modern French language and literature. The treatment of the earlier French language and literature in lectures and exercises, finds its sphere in the value of the facts imparted which relate to the historical development of the language; the exclusive aim therefore of such study should be instruction in this historical development. In place of this, we propose the study of the dialects of the living language, which is justified in academic instruction by its usefulness,

1. In pronunciation. The dialect, that is, the familiar daily speech, which has no historical orthography and is not taught systematically, after the fashion of schools, is better adapted than the cultivated language to guide our beginner in phonetics, so that he hears sounds in a *naïve*, unprejudiced way, and hence his ear is rendered acute for the more accurate perception of the sounds of a foreign tongue. The effort to represent dialectic forms phonetically and with accuracy, is the best school of applied phonetics, and fits the student to acquire, in a later residence abroad, that which is most useful for his own pronunciation. The importance of a correct pronunciation is regarded more highly now than formerly. An error in pronunciation is an error in speaking, and violates an essential principle in language.

2. For the general linguistic training of the student. An exclusive or extreme occupation

with the phonetic stages of languages no longer spoken, involves the danger that the student will be accustomed to venture some phonetic casuistry, and that imaginary series in sound-development will be interpreted as claiming the dignity of facts.

On the contrary, the study of the living language forms a wholesome counterpoise. It deals with certain estimable phonetic values, and the variety of forms which these assume extends the horizon of the observer. The study of a living dialect shows that in the favorite Old French *Lautlehre* there is an endless amount of gray theory, which will not stand the test when examined by the living language. The latter possesses a complete linguistic material, while the investigation of the phonetic history of dead languages is always limited by the accidents which attend its transmission. The present instruction in the modern languages in our universities is apparently not sufficiently occupied with the question of scientific principles in the study of language. The best information concerning the laws of the life of language, is afforded by the study of dialects, where the speech is free from any striving for artificial effect. The future teacher should be instructed in the relation which the dialect sustains to the common language, and in the linguistic changes and sound-transformations through which the language has passed in successive generations: he should be free from the powerful prejudices of linguistic pedagogism. The most important linguistic facts can only be studied in *naïve*, dialectic speech. Although in principle every dialect is adapted to this study, yet for the student of Romance philology a Romance dialect is to be preferred, and especially some dialect of French. In the Romance Seminary of the University of Bern, during the winter semester of 1886-7, several *patois* of the French-Provençal Canton of Freiburg (Courteprin, Grolley, Dompierre) were investigated and discussed. The speaker briefly indicated, in closing, the plan which he pursued in connection with the students of his Seminary. Every student is sent to some place, with a distinctly specified and limited task. He is provided with a phonological and morphological scheme of questions, and

supplied with proper commendations from the government. He seeks with the aid of his teacher some trustworthy individual affording the necessary guarantee of dialect purity of speech, who becomes the subject of his inquiries. The lists of words, forms and sounds which are thus obtained are reduced to a brief *Laut- and Formenlehre*, which is first privately discussed with the teacher, and then becomes the subject of a public debate. The forms obtained are compared with other forms of the written or spoken language. The use of a definite word-list in the investigation of different dialects forms a basis of, and facilitates, comparison. By the publication of such special investigations, directed by the teacher and afterward carefully verified by him on the spot, contributions of great value to science will be made, yet these should always be subordinate to the aims of instruction. To Bern belongs the honor of organizing systematically and carrying out this method of investigation.

The paper of Professor Maurer was a plea that the study of the social life, culture and institutions of a people should be associated with the study of its literature, and that instruction should not limit itself to a mere verbal knowledge but should likewise aim to impart a knowledge of facts.

Certain questions which he proposed as to methods of instruction, and the demands of civil examiners in the modern languages, were referred to the next session of the Modern Language Association, which will be held in Dresden in 1888.

It was resolved that in university education as well as in all professional and State-examinations, more stress should be laid upon a knowledge of the modern languages and literatures, and upon the history of modern culture, and national life.

The formation of a Modern Language Association in Switzerland in connection with the "League of Teachers of the Gymnasia," in order to promote intercourse between German and Swiss scholars who are interested in this department, was recommended.

Professor Gutersohn stated the following "Contrary Propositions for the Reform of Instruction in the Modern Languages."

ELEMENTARY INSTRUCTION.

1. A thorough knowledge of the principles of phonetics is essential to the student and teacher of the modern languages.
2. In instruction in the schools, the results of phonetic study should be considered only so far as they are necessary to the correct and sure pronunciation of unfamiliar and difficult sounds and combinations.
3. By the introduction of special phonetic characters, without the use of the ordinary printed letters, and by basing the *Formenlehre* upon the spoken instead of the written language, the memory of the pupil is burdened and his mind confused.
4. As the acquisition of a foreign language is a process of psychological perception, viz., the appropriation of new words and forms for already existing conceptions, an essentially synthetic mode of proceeding in instruction is to be adopted in the beginning.
5. That method which has grown up during the historical development of instruction in language, is to be recognized as natural and psychologically correct; it leads gradually from the simple to the compound, from the easy to the difficult, hence from the letter or sound to the word, then to the sentence, and finally to connected extracts in reading.

SECOND STAGE OF INSTRUCTION.

6. The analytical method of instruction, which begins with connected pieces for reading, and favors exercises in speaking, which are so necessary, must be given prominence at the earliest possible moment.
7. Grammar is to be treated inductively in all stages of instruction, and regard must be paid to this requirement for its presentation in the text books. Rules are to be limited strictly to that which is essential and actually necessary.
8. "The section does not intend by the adoption of the foregoing theses to oppose reform in the field of the modern languages: it desires simply to affirm that a method of instruction tested by experience is worthy of a careful and extended consideration and defence."

The author strenuously opposed the demands which are made by extreme phoneticists in prescribing the method of instruction in the schools. He held that the sound and letter cannot be separated, if the child is to acquire clear and positive conceptions. For this reason phonetic writing, or the use of signs of sounds, is to be opposed. While recognizing the value of phonetics from a scientific stand-point, he rejected the prevalent theories as to the prominence which it should have in elementary training. The process of learning requires the constant union of the analytic and the synthetic methods, as understood in scientific pedagogy; thus only can new terms and conceptions take their proper place beside already existing names and ideas. This process would require that connected extracts should be read earlier than has hitherto been the case, and conversational exercises based upon them should form early a feature of the instruction. He condemned the excessive accumulation of a mass of rules, as in many grammars. Instruction should not presuppose too great capacity in the pupils at the beginning; and simple, elementary text-books are to be commended. The theses of the speakers were slightly amended in form and adopted as given above.

The paper by Professor Sachs described the people and language of Provence, and sketched the lives and works of the different poets, and the guilds or societies for the preservation of the language. Other papers of interest were technical in character. Of these I shall not attempt a report.

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VOLAPÜK.

Menade bal—One mankind.
Puki bal—One language.

The word *Volapük*, when it first strikes the ear, is apt to produce the sensation of a prick with a pin, accompanied by slight bewilderment of thought. It sounds familiar and yet conveys no idea. What is it? Its literal meaning is *The World's Speech*. And when and how did this Language of Mankind origi-

nate? At Constance in the Grand Duchy of Baden, on the beautiful lake to which it gives its name, under the shadow of the lofty structure in which Johann Huss was sentenced to death. Here, a few years ago, a modest German priest, named Martin Schleyer, literally evolved out of his unaided mind this remarkable invention. People tried to laugh him to scorn—they called his new language a huge joke, an odd vagary, a monstrosity. An idiom, they reasoned, cannot be invented, least of all by a single man. Nor is one man's life long enough to achieve the task: every language is the work of a whole nation and requires for its full development a whole series of centuries. Language has been almost uniformly ascribed to divine origin. It has been called the gift of the Immortals on Mount Olympus, or of a dread Deity on the banks of the Nile. The faithful believer reads in the command God gave to Adam, when He bade him give names to every living creature, a virtual endowment with the gift of speech. Klaproth and his followers see in it a natural gift, granted to man in the same way in which he is enabled to think, and call it hence an instinctive power. But that it was in the power of man to invent a new language has generally been held impossible—mainly, because so far in the memory of man no really new idiom has been either invented or discovered. It remained for our own age to find among so many never before suspected powers of the human mind that also of creating a new language. It must be born in mind, however, that in itself the idea of creating a Universal Language is neither new nor even recent. Towards the latter part of the seventeenth century already several eminent European scholars were busily engaged with this difficult problem. First and foremost among them was the great Leibnitz, who in 1666 published his *Dissertatio de arte combinatoria*. This work, although evidently the result of many years' assiduous application to the subject, remained after all merely a preliminary effort. The author himself speaks in a letter to Thomas Burnet of the unsatisfactory nature of his studies, and adds that on account of the insuperable difficulties of the problem he has abandoned the attempt. Still, his example

was so encouraging that more than fifty similar efforts were made in various parts of Europe during the succeeding years, among which Bishop Wilkins' "An Essay towards a real character and philosophical language," published in 1688, is the most valuable. But the English prelate failed, like all others, in producing a practical result, such as he had anticipated. A very remarkable work of this class which has never received the attention due to the profound research and almost matchless ingenuity it displays, is the "Pasiographie" of the famous Abbé Sicard, published in 1788 by the worthy successor of the great Abbé de l'Epée. A German scholar, Anton Bachmeier, followed in his footsteps, and half a century later created a sensation by his renewed effort to form a Universal Language. His plan was to use the ordinary numerals exclusively and by their aid to form an idiom equally familiar to all nations that had adopted the Arabic signs. The work attracted the attention of several ruling powers in Europe—one or two of the governments lent it their sanction and encouraged its study, and a general clamor arose for a Universal Congress in Paris, to discuss its adoption. Political events, unfortunately, prevented such a meeting at the time, and soon more careful investigation led to the conviction that in spite of the treasures of knowledge and the great ingenuity displayed by its authors, neither this work nor any of its many rivals could yet claim that practical usefulness which must needs characterise a Universal Language.

The want of a World's Speech became nevertheless more and more urgent, as telegraphs, railways and steamers seemed to annihilate distances, and to bring the nations of the earth nearer and nearer to each other. The moment appeared to have come when the difference of speech was the only remaining barrier that separated them from each other. It is true that in all more highly cultivated countries the study of other languages, besides the mother-tongue, was made imperative in the Common Schools, but even under the most favorable circumstances this could apply only to one or two foreign idioms, and even then, to master any one required several years. It was with a view to overcome these

patent difficulties that a German Mezzofanti, gifted with rare ingenuity, patience and industry, devoted his whole life's vast erudition and varied experience to the solution of the tantalising problem. Not discouraged by the many failures of talented predecessors, Johann Martin Schleyer, a humble Catholic priest, at last achieved the great enterprise in the spring of 1879.

Born on July 18th, 1831, at Oberlanda, a little village in Baden, he had attended the schools of his native land until he was admitted to the still famous University of Freiburg, there to complete his studies for the church. In 1856 he became a priest and officiated in several small places, last of all on the beautiful island of Mainau in the lake of Constance, a favorite residence of the venerable Emperor of Germany. Twenty years later his health, undermined by unceasing and exhaustive labors, failed to such a degree that he had to give up the priesthood. Since 1885 he lives on a pension of \$250, in the humble garret of a house at Constance, supporting his father, ninety years old, and an elderly sister. His labors are appreciated by thousands, and every mail brings him numbers of letters, and telegrams, bearing words of praise and commendation from all parts of the world;—but the Maecenas has not yet appeared who would make the full development of Schleyer's system possible and give him that perfect peace of mind and independence, with access to great libraries, which alone can enable him properly to complete his *Magnum Opus*.

Schleyer—far surpassing Mezzofanti in purely theoretical knowledge—has gradually mastered not less than sixty idioms, among which he counts of course Hebrew, Greek and Latin, which he studied at the Seminary, and to which he subsequently added, in rapid succession, wellnigh all the living languages of Europe, including Celtic, Slavic and Magyar, the principal idioms spoken in British India, and even a number of African dialects. He travelled extensively, and at last succeeded in establishing a National Alphabet, which was to enable any language to represent its numerous and various sounds by means of as many signs. The good priest of Litzelstetten fancied—for a reality it can hardly have been

—that after long and deep sorrow caused by the calamitous absence of a Universal Language, in a sleepless night, his “world-embracing discovery” suddenly presented itself before his mind's eye. Immediately, on the next morning, March 31st, 1879, he commenced the task of setting down the rules for his Grammar, and behold—Volapük was born!

All the languages he had previously mastered, all in fact that he had encountered in his search through the world, were made to pay their tribute to this new sister which had so suddenly arisen among them. The roots of the new idiom were in a large degree furnished by the Latin and certain North European languages; others contributed strongly of their characteristic points, and by a most ingenious but strictly conservative use of this material, Schleyer finally, succeeded in building up a structure, logical, consistent and imposing, to which he gave the name of *Volapük*.

The new-comer at once not only proved its *raison d'être*, but assumed its legitimate position among the languages of the earth. The progress which it has made since its first announcement took the world by surprise, has something of the marvellous about it. Italy was the first to adopt the Volapük and has now (1887) eight large Volapük-Societies in Turin, Milan, Venice and Florence in the north, and in Rome and Naples at the south, to which Ferrara and Vercelli were recently added. In Turin, moreover, an “Association for the propagation of Volapük in Italy” was formed, the first of its kind, and the Secretary, Professor Vincenzo Amoretti, promptly published a “Complete Grammar of Volapük for the use of Italians.” A “Turin Philological Society” was next established, and this example led to the formation of a “Central Society” in Guadalajara, the first Volapük Club formed in Spain. France and Germany, Austria and Southern Russia soon followed suit, and even Syria and Arabia furnished large numbers of Volapük-students. The Volapükists are said to number now more than 200,000, distributed over 450 large towns in the Old World, and 26 in the Union. Even the outlying posts of civilization have seized upon the new discovery. Thus on April 3, 1887, Professor Pierre Catel opened in the

theatre of St. Pierre, the capital of the little French island of Martinique, a course of lectures on Volapük.

Soon after the first appearance of Volapük a number of public meetings were held in all the continental states of Europe; pamphlets and more pretentious publications followed rapidly, and public lectures as well as private clubs for the acquirement and the development of the new language now exist in almost every city of tolerable size. There are at present not less than 120 Societies or Unions for the propagation of Volapük, nine periodicals appear printed exclusively in the new language, and others, serving in various forms the same purpose, are published in Constance, Berne, Berlin, Breslau, Munich, Paris and Milan. Even distant Aalborg, at the head of the Baltic, and Porto Rico in the far west, boast of public institutions in the interest of Volapük.

At this time (Autumn 1887) the new language contains about 14000 words, which, when compounded in its own most simple manner, seem amply sufficient to convey every thought that the mind of man can conceive. 1300 of these words are simple roots or stems—all the others are derivative or compound forms. More than one-fourth of these roots Volapük borrows from the Latin and its Romance daughters; one-fifth may be called German, one-third is English and the rest belong to other living languages. The mere knowledge of the nouns of the new idiom, therefore, enables the owner to use the immense majority of Volapük words.

No difficulty whatever arises from the question of pronunciation and orthography, and in this respect the simplicity of Volapük is most striking. The principle is: One sound to each letter—one letter to each sound! Moreover, Volapük contains only such sounds and such combinations of sounds as are easily pronounced by the organs of speech of all civilized races. This cautious avoidance of all difficulties has actually led to the omission of the letter *r*, because of the inability of the Chinese and other races to produce the sound. As no combination of letters ever changes the one, unfailing sound of each single letter, every word is always pronounced exactly as it is written—and written as it is pronounced. The

accent remains invariably on the last syllable. The grammar is an original and remarkably ingenious invention; its simplicity is striking in its efficiency.

Articles, definite, indefinite or partitive, do not exist. One single declension gives the normal form for all nouns—and next, for all words that are declined. It is extremely simple, the same vowel marking the same case under all circumstances. In like manner there is but one conjugation for all verbs; irregularities are not admitted. The same supreme simplicity and absence of all anomalies characterizes the syntax. And in spite of this, Volapük has been found perfectly able to express the most delicate shades of thought and of feeling. High authority has even claimed for it a certain force of expression not found to exist in other, older languages. As a matter of fact it may be stated that every imaginable class of writing, from the simplest baby-talk to the most impassioned oratory, from the plain idyl to the deepest and abstrusest thoughts of the philosopher, have been rendered in Volapük, and always with brilliant results. German dramas, Serbian folk-love, the Marseillaise and Edgar Poe's dreams, even Sanskrit Literature—all have been tried and for all Volapük has been found abundantly adequate. The most remarkable success may be called the "Cogabled" (Jest Book), which is published weekly in Volapük, in Munich, and has become a dangerous rival of the famous "Fliegende Blätter."

Very naturally the question has been asked: If a new language for the world's intercourse is needed, why not take one of the most largely used European idioms, like the English, the French or the German, and make it, by slight modifications perhaps, the medium of communication between all the races on earth? But the answer is simple enough: Because of two serious obstacles in the way: First the well-known excessive difficulty experienced by all who try to learn a foreign idiom in a country where it is not the mother-tongue—how almost impossible is it not under such circumstances to acquire the pronunciation, grammar and orthography of such a language! Nor are the mental difficulties the only impediments—how few can afford the

time and the money to secure the full possession even of a single foreign idiom. The other barrier consists in this: Suppose these difficulties were overcome by members of one or two European nations—what would be the case of the millions inhabiting Asia, Africa and Australia? To the merchant in China or East India, in the valley of the Nile or the bush of Queen's Land the acquisition of a European idiom would be a simple impossibility. But even if, in the course of ages, this difficulty also could be overcome, there remains the choice among the languages that would each and all compete for supremacy in the world. Who would decide among so many equally well qualified rivals?

Volapük, on the contrary, is international in its very nature; like the numerals and musical notes of the world, it also has the stamp of universality, in its marvellous simplicity. Like them it can be understood and used everywhere without meeting a rival, like them it can be acquired quickly, easily and cheaply.

Like all recent inventions Volapük is by no means perfect and complete, not having sprung forth fully armed at its birth, like the goddess of old. Schleyer himself, moreover, is not consistent in his several publications, and his followers—several grammarians even in Germany—differ in more than one respect from their master's teaching. His mode of accenting is not followed by all; while some, simply to save printers the expense of procuring new and costly types, do not adopt the peculiar characters which he has invented for new sounds. All this, however, can do no harm to the new idiom, and may even serve to perfect it beyond the inventor's hopes.

Embittered adversaries of Volapük, enthusiastic admirers of the present forms of speech, have, from the first, asked with great indignation: What is to be the fate of the prevailing modern languages?—They must, naturally, succumb! The accusation is, of course, utterly unfounded. Volapük has nothing aggressive in its nature; it has no desire, and no vocation, to supersede existing languages or to diminish in any way the study of any one of them. Its purpose is not to rule but to serve. Many of Schleyer's most fervent ad-

mirers are content to claim for his work nothing more than eminent usefulness in commercial and general intercourse between the various nations of the earth. Every one is to continue to use and to cherish his mother-tongue, even after having learnt to use and to appreciate the new idiom. The deep historical interest which is the greatest charm of our Modern Languages will only appear more attractive by comparison with this new-fangled, perfectly mechanical offspring of the spirit of our times.

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THE MEISSNER-JOYNES GRAMMAR.

We regret that time and space did not permit us to accompany with a few remarks the review of the above grammar which appeared in the last issue of the NOTES. Certain comments are felt to be due not only to our readers but also to Dr. Meissner, and especially to Professor Joynes, who must in the meantime have been uttering the silent ejaculation: *Herr, bewahre mich vor meinen Freunden!*

Certainly no one will be so inconsiderate as to find fault with Prof. Harrison for exulting over the appearance of a new school grammar destined to release him from "the necessity of swimming over the oceanic speculations of a Grimm, a Diez or a Pott." To less enthusiastic readers, however, who know something of the history of German grammar and grammatical instruction, it appears rather strange that this new work should be represented as marking a new epoch in grammatical literature. It seems indeed to have entirely escaped the notice of Prof. Harrison that the efforts of German grammarians to present to their pupils the appropriate material in the best possible form, have produced a number of excellent books; and that it needed but a skilful and experienced hand to utilize their methods and results for the benefit of English students of German. Dr. Meissner was the first to solve this easy and yet very difficult problem, and accordingly the NOTES were prompt to call public attention in America to his work. (Cf. 'German Grammars and Text-books,' Nov. 1886.)

Judging from the modest and appreciative preface of the American editor, we must believe it to have been altogether contrary to his wishes that his part of the work should be extolled at the expense of Dr. Meissner; and an unsophisticated reader of Prof. Harrison's review will naturally inquire: Why did not the American editor write a wholly original grammar? Why should we import, if the products of our home industry are so much superior? But we, also, in spite of the extended eulogy of Prof. Harrison, believe that the American edition is in some respects an improvement on the original. In other respects, however, our opinion differs, and we beg leave to present briefly the following considerations:

Every one, of course, will agree with Prof. Harrison that it is neither bulk nor completeness which constitutes the excellence of a school grammar. Apart from the general correctness and clearness of its statements, the value of such a grammar depends mostly upon the pedagogical method with which the grammatical material has been arranged and presented. The name of investigator, then, is entirely unsuited to the author of a school grammar, though he may by other productions have proved his claim to scholarship. He is sufficiently to be congratulated, if he has succeeded in presenting according to the fundamental pedagogic law of *Anschaulichkeit*, the grammatical material long since collected by 'investigators,' and if, by this means, he has so aroused the independent activity of the pupil that the grammatical rules become no longer a dead weight upon his memory but are absorbed by him *in succum et sanguinem*.

The elementary grammar, especially, must keep this final aim in view, and we believe that Dr. Meissner, a linguist and educator equipped with the most recent scientific methods, has solved this problem in a masterly manner. There was certainly room for a revision in certain particulars, but the plan and arrangement of the whole was there to stay. Dr. M., however, was mistaken if he flattered himself that his method, and the pedagogical insight disclosed throughout his entire work, were destined to be understood and accepted by the devotees of antediluvian principles of

instruction. The mania of these is the reciting method, their idol the mummy of pre-Pestalozzian times, learning by rote—which makes teaching so drowsily monotonous for the instructor that he grows impervious to the insult implied in the author's directions for his guidance; for his purpose he needs definitions, carefully numbered and with many subdivisions, equally labeled and ready for cramming. The worshippers of stupifying mechanical methods in instruction are at a loss if they meet with a book of which the use presupposes true pedagogical culture on their part, and not merely the skill of a drill-master.

It is evident that most of the praise bestowed by Prof. Harrison upon the improvements of the American edition was inspired by finding these improvements suited to his preference for mechanical instruction; and there is no doubt that the general aim of Prof. Joynes has been to make the original palatable by such treatment. A comparison of the first lesson, on the definite article, will serve as a striking example.

Dr. Meissner says: "The definite article has in the singular three different forms for the three genders, the masculine, the feminine and the neuter. In the plural the definite article has but one form for all three genders." To this the paradigm is appended.—Prof. Joynes, on the other hand, begins by explaining that there are two numbers, four cases and three genders in German,—an addition which we believe to be useful for English-speaking students. But after giving the paradigm, he makes four remarks characterized by him as "important." Yet, is it really necessary to call the attention of intelligent beings to the fact that horizontally the declension exhibits mainly the distinction of gender, vertically the distinction of case, when they find printed horizontally above the paradigm: "masc., fem., neut.," and vertically: "nom., gen., dat., acc.?" Is it not an insult to both pupil and teacher, to be informed that only the acc. sing. has a distinct form for each case, that elsewhere the acc. has the same form as the nom., etc.? What is there left by such 'improvements' for the reasoning activity of the pupil to discover? Where is there a place for the development

and direction of such mental activity by the teacher? We could, however, cite numerous cases like the above, in which both teacher and pupil are degraded to the *rôle* of automata, and we are almost astonished not to find the usual questions printed at the foot of each page, by way of completing the customary puppet-show.

Dr. Meissner's exercises for translation, in intimate harmony with the whole plan of his book, are not laboriously pasted together after the fashion of most grammars, but thoughtfully worked out according to pedagogic principles. The American edition has preserved them almost intact, only numbering them sentence by sentence and dropping those of a local coloring too insular. In various places he has, however, added certain sentences of his own make, and it is instructive to compare these with Meissner's examples.

It would be unjust to Prof. Joynes, after all this, not to mention his genuine improvements on the original work, already duly emphasized by Prof. Harrison. Among these we count, especially, the vocabularies,—although we discover none of the etymological suggestions referred to by Prof. Harrison,—the chapters on the relation of German to English and on German and English idioms, and the elementary introduction to the study of Grimm's law. If the latter, however, was introduced as an attempt at a more scientific treatment, we see no reason why Prof. Joynes should not have given a similar explanation of the Umlaut, since an insight into the historical development of the Umlaut will assist the student even in acquiring a correct pronunciation.—Several mistakes and misprints will certainly be corrected in a future edition.

JULIUS GOEBEL.

ON AN EXPRESSION OF MADAME DE STAËL.

In the last issue of the NOTES Mr. Todd tries to give a correct translation of an expression from Mme. de Staël's writings which is considered as obscure by Mr. W. H. Fraser, the clever editor of Souvestre's *Un Philosophe sous les Toits*. The expression is "un deuil

éclatant de bonheur," which Mr. Fraser translates "a mourning dress, sparkling with happiness," and Mr. Todd "a drapery of woe beneath a glitter of happiness." I beg to suggest another translation, which seems to me to be much more in keeping with the general tone of Corinne's utterances.

Madame de Staël's was a dreaming and passionate soul; she thirsted for happiness and never had it in her grasp. Read *Corinne*, read *Delphine*; the main idea is that glory, renown, power, are all but poor substitutes for that ever fleeing shadow, happiness. The words "deuil éclatant de bonheur" are merely one of the expressions of that ever present thought; they mean that force and power, etc., are, not a deuil *éclatant de bonheur*, but a *deuil de bonheur*, though a *deuil éclatant*. I would therefore offer the following rendering for the puzzling words: "a mournful though glittering compensation for happiness." The expression may seem somewhat paradoxical, but after all Mme de Staël was a pupil of Jean Jacques.

ADOLPHE COHN.

Harvard University.

On second consideration, I venture, with a becoming sense of humor and humility, to suggest that we have all three, Scotchman, Frenchman and American, been grappling vainly with no less simple a problem than that of turning back again into English a rather clever attempt of Mme de Staël's to gallicize the familiar phrase '*a glittering mockery of happiness*.' No wonder the publicists and the diplomats distrust re-translations!

H. A. T.

THE PRONUNCIATION OF INITIAL CL and GL in English Words.

The extent to which initial *cl* (*kl*) and *gl* are pronounced as *tl* and *dl* is little appreciated. I graduated at a Massachusetts college under a President who talked about "our dlobe," the "dlory of God," etc. I now sit under the preaching of a man, unusually careful and distinct in his articulation, who speaks in the same way. He had never known that he did this until I called his attention to it. In a small class of mine in Modern English Poetry, three out of four of the members read one of

the lines in Wordsworth's great Ode as follows:

"Ye that through your hearts to-day
Feel the *deadness* of the May."

When anyone has this lingualizing tendency so strongly that *kr* and *gr* are changed to *tr* and *dr*—as in *track* (for *crack*) and *drace*—some hearers are sure to notice it. We have all known persons whose articulation was otherwise correct who spoke in this way.

The *t* and *d* which replace *k* and *g* in the combinations *cl* and *gl*, are not usually the pure *t* and *d*. The closure very often extends from the tip of the tongue nearly or quite as far back as that part of the tongue which approaches the palate in forming the sound of initial *y*, as in *yon* (Sweet's "front-open-voice"). Often, however, the *t* and *d* in *tl*, *dl* <*cl*, *gl*, are quite pure, and there is no trace of their origin in the action of the muscles. *Tl* and *dl* do not occur in Webster as initial combinations.

Perhaps as good a test-word as any is the unaccented syllable *clock* in such expressions as "four o'clock."—Anyone who does not lingualize the *c* here, probably does it nowhere.

How many of the Professors who read this note teach *classes*? I should not be surprised if a large percentage of them teach *tlasses*. Is your name *Clark* or *Tlark*?

ALBERT H. TOLMAN.

Ripon College, Wisconsin.

SCOTTISH WORDS.

I shall be glad if any student of early Scottish Literature will give me the meaning of the following words:

ENCHAIP.

"Quhair ony Coilgear may enchaip I trow till encheif." 'Rauf Coilyear,' l. 318.

FIGONALE.

"Syne for ane figonale of frut thai straif in the steid." 'Buke of the Howlat,' l. 833.

MYANCE.

"So meikle he was of myance." Dunbar, 'Freir of Tungland,' l. 36.

NETHERIT, NOK.

"My neb is netherit as a nok." 'Howlat,' l. 57.

SEWANE.

"*Seroppis, sewane, sugour, and synamome.*" Gawin Douglas, 'Prol. Aen.,' XII, l. 25.

THRAF-CAIK.

"*Thraf-caikkis als I trow scho spairit nocht.*" Henryson, 'Uplandis Mous,' l. 122.

WM. HAND BROWNE.

Johns Hopkins University.

CORRESPONDENCE.

TO THE EDITORS OF M. L. N.,

Sirs:

In the M. L. NOTES for last June, pp. 141-142, I ventured to raise the question, with reference to *ðæt idelgielp*, *Past.* 457:23, whether Sweet might not have erroneously expanded a Ms. *p*, and whether the Ms. invariably writes out *ðæt*.

The following answer meets the query fully and will be of interest to every student:

OXFORD, Sept. 6, 1887.

You ask about the edition of *Cura Pastoralis*, whether it can be depended upon in regard to *ðæt*. I think it can. Yesterday I looked through the Hatton Ms. corresponding to pp. 457, 459, 461 of the printed edition (the pages you mention) and found that the Ms. had really in all cases *ðæt* written out (*ðæt gielp*, *ðæt he ne ðyrfe* 457:29 etc., etc.). I think, therefore, it may be safely assumed that the remainder of the edition is equally reliable. Compare the remark made by Cockayne, Shrine p. 46, "A *p* never occurs throughout the Hatton Pastoral." I presume he must have examined the Ms., for he made the remark in 1867.

Yours truly,

A. S. NAPIER.

Facts are always welcome, even when they militate against one's theories or views. I am glad to have fresh assurance of Sweet's scrupulous care in editing. I may add that the above letter would have been sent in a month ago, but for the hope of accompanying it with an exhaustive paper on *p* in the Beowulf-facsimile. That however is not quite finished.

Yours truly,

J. M. HART.

University of Cincinnati.

American Literature and Other Papers, by EDWIN PERCY WHIPPLE, with introductory note by JOHN GREENLEAF WHITTIER. Boston, Ticknor & Co., 1887. xv, 315 pp. 8vo.

Whatever difference of opinion may exist among modern critics and readers as to Mr. Whipple's exact place in American Letters, few would be unwilling to concede that he stands somewhere among what he himself would call the Eminent Men, or Characteristic Men of his age. Such accepted authorities as Macaulay and Prescott have assigned him a position as high as that of any of his rivals. With such productions in view as 'Literature and Life,' and the 'Literature of the Age of Elizabeth,' we are certainly prepared to lament, with thousands of others, his somewhat untimely death, and to expect, in such a posthumous volume as that now before us, abundant evidence of intellect and taste. The title of the treatise or collection of essays under review is itself significant. Mr. Whipple was out-and-out an American author, not only as distinct from a European but from an English author. Even in his essays on British poets and topics, he wrote as an American to Americans, and never lost sight of the fact that his native land had a record of its own to maintain as well as a record to make and transmit. He was, moreover, a literary author and man in the most technical sense of the term, heartily devoted to what he conceived to be the specific function of a man of letters. He did not write as a scientist or philosopher or social economist or man of affairs, but as an author by profession and preference, as a man of books for men of books, as a student of life from the standpoint of literature. Dr. Bartol, in his introduction to the author's 'Recollections of Eminent Men,' speaks of him as "the peer of the subjects of his pen." These subjects, as we know, were such masters as Choate, Agassiz, Emerson, Motley, Matthew Arnold and George Eliot. While the language is extreme, it has much that is suggestive in it, and indicates the plane in which dispassionate minds have placed him. The essays before us reveal, as do all his writings, a high degree of intellectual vigor, of ethical purpose and of classical grace. He had nearly

all the essentials of a successful writer—knowledge, sympathy, discretion and insight. His object, both in criticism and general literature, was to present the subject so clearly that any mind of average intelligence could grasp the meaning; and also, so to coördinate it with the interests of truth that it would serve to contribute to good morals in authorship. Of the five discussions of which the volume in hand is made up, the one on American Literature is the first in order, as it is in length and quality. Constituting nearly one-half of the volume, it rightfully gives the title to the entire collection. It is, by way of distinction, the author's Centennial essay—a clear and comprehensive survey of the historical development of her vernacular authors, from Freneau and Hopkinson to Longfellow and Hawthorne. Containing in short and readable form what a recent writer would call 'pen-pictures' of the men and times of which he treats, he has given us, in a limited way, what Prof. Richardson is now giving us on a wider and more systematic plan. Next in importance to this opening paper is the one that follows it on 'Daniel Webster as a Master of English Style.' Mr. Whipple has rarely, if ever, written on a more congenial theme, and is at his best in its presentation. The paper is worth insertion in a Rhetorical Manual as a daily guide to students of literary expression. He liked the Websterian way of thinking, and of 'putting things.' Himself a man without liberal training, he deals a blow and teaches a truth when he says "that practical men who may not be 'college educated' still have the great virtue of using the few words they employ as identical with facts." He sums up his conception of Webster's style as "plain, clear, terse and forcible." He is never weary of commanding its sincerity, its logical directness and the personality that pervades it. In these days of open discussion as to what style is, what good English writing is and how it may be secured, he would point us to the pages of the great American jurist, and bid us imitate, up to the limit of lawful imitation. In his paper on 'Emerson and Carlyle' the contrasts drawn are natural and yet striking, the substance of the paper being expressed in a single antithesis, as he writes—"Emerson believes that

truth is mighty and will prevail, Carlyle believes that truth is mighty and has prevailed." In a word, this volume reveals, what all of Mr. Whipple's writings reveal, that he had a true conception of literature and style, and writes a quality of English which is clear, cogent, suggestive and sufficiently finished to commend it to good taste. A recent writer in the *New Princeton Review* is wrong, we must believe, in speaking of our author's lack of standards of criticism; of a sense of relations; of originality and moral purpose; of those radical merits, in fine, which make any prose permanent in letters. Mr. Whittier is much nearer the truth when he declares "that with the possible exception of Lowell and Matthew Arnold, he was the ablest critical essayist of his time." It is merely as an essayist that he is to be judged. As such he has few superiors. Mr. Whipple did not see as far or as deep as some men, but he saw clearly as far as he did see, and possessed a modesty and candor that made it impossible for him to maintain that he saw any farther or deeper than he actually did. English and American Literature needs nothing more urgently than his modest worth, his sincerity of character and expression, and his ethical earnestness as an author. His prose may never be widely popular. It will always, however, command the thoughtful attention of thoughtful men, and may be especially commended to American students and rising American authors as an order of prose fertile in suggestion, attractive in aesthetic form, and suffused, throughout, with what Mr. Arnold has called 'intellectual seriousness.'

T. W. HUNT.

Princeton College.

PAUL'S PRINCIPIEN.

Principien der Sprachgeschichte von HERMANN PAUL, 2te Aufl., Halle, Niemeyer, 1886. 368 S., oct.

Für Anfänger und Solche, die fern von den Werkstätten unserer Wissenschaft in *partibus infidelium* lebend, ein mühevolleres und am Ende doch nicht recht fruchtbringendes Autodidaktendasein führen, sei zunächst betont,

dass wir es hier mit einer eminent wichtigen Erscheinung zu thun haben, wichtig für Alle, die ihre Studien mit Ernst und Erfolg betreiben wollen. Der Anfänger wird sich viele nutzlose Mühe ersparen, wenn er bei Zeiten über die hauptsächlichsten Grundfragen und die Methode seiner Wissenschaft sich klar zu werden versucht, und der Vorgerücktere wird sehen, dass die Wissenschaft nicht aus einer toten Masse zusammenhangslosen Materiales besteht, sondern dass alles Material nur in soweit Interesse hat als sich daraus leitende Ideen entwickeln lassen, und dass daher alle Detailforschung erst dann ihren rechten Werth erhält, wenn der causale Zusammenhang der Einzelerscheinungen erkannt wird und diese, an ihrem rechten Platze verwerthet, zum Aufbau eines organischen Ganzen dienen. Wir empfehlen daher allen jungen Fachgenossen auf's Wärmste, Paul's Buch gründlich zu studieren. Das ist allerdings nicht ganz leicht. Zwar ist Paul's Ausdrucksweise klar und scharf; doch ist es bei der Schwere und Neuheit der Ideen natürlich, dass das Verständniss mancher Stellen sich erst wiederholtem Lesen und energischem Nachdenken erschliesst. Indessen wird der Lohn der Mühe nicht ausbleiben. Über alle Hauptfragen des Sprachlebens erhalten wir gründlichste Belehrung und wenn auch hie und da eine abweichende Auffassung nicht unmöglich scheint, so bewegen wir uns doch meist auf sicherem Boden, und Paul's Resultate werden definitive Giltigkeit behalten, weil eben seine Theorien stets auf begründeten Thatsachen beruhen. Wir sagen "Paul's Resultate;" denn in der That, ohne das Verdienst hochbedeutender Vorgänger auf einzelnen Gebieten (Max Müller, Whitney u. a.) irgendwie schmäler zu wollen, müssen wir doch sagen, dass Paul's Buch durchaus originale Geistesarbeit ist, der Ausfluss eigener Erfahrung und Reflexion.

Auf manchen wichtigen Gebieten (Bedeutungswandel, Syntax) sind Paul's Forschungen bahnbrechend gewesen, und werden noch für lange Zeit eine Quelle reichster Belehrung und Anregung sein, bis sie endlich in die Praxis eindringen und unsere Methode umwandeln werden.

An andere Punkte (Lautwandel, Sprac

mischung) hat sich schon lebhafte und vielfach fruchtbringende Unterhandlung geknüpft. Unter den Gegnern z. B. hat noch vor Kurzem der Besten Einer, Schuchardt, die Sache besprochen, und manch schwerwiegendes Wort in die Discussion geworfen. (Schuchardt, 'Über die Lautgesetze, gegen die Junggrammatiker.') Manche der früheren Gegner aber sind ganz allmählich zu Mitstreitern und Nebenbuhlern geworden, und manches früher Angegriffene gilt jetzt als längst bekanntes Gemeingut Aller. Doch auf die Geschichte der Principien können wir hier nicht näher eingehen. Die jungen Fachgenossen sollen lieber vor Allem darauf bedacht sein, sich richtige Anschauungen und positive Kenntnisse zu verschaffen, sich aller persönlicher Feindseligkeit zu enthalten, und die Wahrheit dankbar anzunehmen, woher sie auch kommen möge. Nur soviel sei hier noch bemerkt, dass Paul's Reichthum an umgestaltenden Ideen ein so gewaltiger ist, dass sein Buch einen ganz immensen Werth behalten würde, selbst wenn Einzelnes, ja wenn die ganze Consequenz der Lautgesetze am Ende fallen oder in anderem Lichte erscheinen sollte.

Um eine ungefähre Idee von dem Inhalte des Buches zu geben, führen wir einige der 23 behandelten Kapitel an: *Lautwandel, Bedeutungswandel, Analogie, Urschöpfung, Entstehung der Wortbildung und Flexion, Psychologische und grammatische Kategorie, Verschiebung der syntaktischen Gliederung, Sprache und Schrift, Sprachmischung, Gemeinsprache.* In der Einleitung werden Wesen und Aufgabe der Sprachforschung, ihre Stellung zu anderen Wissenschaften, und demgemäß der Zweck des Buches erörtert, und ein sechs Seiten langer enggedruckter Index orientiert einiger Maassen über den überreichen Inhalt des Buches.

Im Einzelnen seien nun noch ein Paar Bemerkungen und Fragen gestattet.

S. 11. "Weg mit allen Abstractionen." Das ist gewiss sehr gut, und es muss auch anerkannt werden, dass Paul es in wunderbarer Weise versteht, die Dinge so anzusehen, wie sie wirklich sind. Bisweilen jedoch kommen Wendungen vor, die Manchem als Abstraction erscheinen dürften; so z. B. wenn S. 26 mit

"psychischen Organismen" als mit "realen Objecten" operiert wird.

S. 31. Der Ausdruck "spontan" wird in dem Buche in verschiedener Bedeutung gebraucht. An einigen Stellen (S. 32, 40, 43, 57) heisst spontaner Lautwandel ein solcher, der sich beim Individuum in Folge seiner eigenen Sprechthätigkeit einstellt, im Gegensatz zu demjenigen, welcher durch Beeinflussung von aussen her, durch die Sprechthätigkeit Anderer erzeugt wird. Anderswo (z. B. 159) steht dagegen "spontan" in dem sonst in der Sprachforschung nach Sievers' Vorgange gebräuchlichen Sinne, wonach also "spontan" (im Gegensatze zu "combinatorisch") einen Lautwandel bezeichnet, welchen "beliebige Systemtheile ohne Rücksicht auf ihre Lautumgebung erfahren." Ich muss gestehen, ich kann nicht recht einsehen, wie ein Laut sich ohne Rücksicht auf seine Umgebung verändern kann, da er doch nie für sich allein vorkommt und da die Einwirkung der Nachbarlauten doch nie aussetzt. Es wäre wohl besser, wenn der Ausdruck "spontaner Lautwandel" von Sievers aufgegeben würde. Bei dem Ansehen, welches seine Phonetik mit Recht geniesst, können auch kleine Inconsequenzen im Ausdrucke dem klaren Verständnisse des Thatbestandes hinderlich werden.

S. 41. Sehr beherzigendwerth ist auch für Romanisten die Warnung, weiter verbreitete Veränderungen stets ohne weiteres als ältere anzusehen.

S. 53. Die progressive Assimilation wird durchaus psychologisch begründet. Es wäre vielleicht der Mühe werth gewesen, auf andere Anschauungen ein wenig einzugehen. So darf man, glaube ich, die Möglichkeit, dass Übergangslauten sich zu Lautgipfeln entwickeln können, nicht übersehen; sowie ferner das Decrescendo innerhalb der Silbe, die damit zusammenhängende geringere Energie von silbenschliessenden Consonenten und die Thatsache, dass Consonanten vor Verschlusslauten naturgemäß wenig Expiration haben, und daher so häufig Lautgruppen wie *pt, kt*, etc. zu einem combinirten Laute zusammenschmelzen: genetisch und besonders akustisch ein der progressiven Assimilation sehr nahe

kommender Zustand. Cf. Ref., Zur Geschichte der afrz. Consonantenverbindungen, 6 ff. u. 17 ff.

S. 57. Der Satz, dass *a* sich nur nach *i* oder *u* hin verändern könne, trägt doch wohl den lautphysiologischen Thatsachen zu wenig Rechnung.—S. 58. "Wenn eine ältere Generation durch eine neu heranwachsende verdrängt wird." Wie soll man sich das denken?

S. 59. Ags. *fix* und *irnan* dürfen nicht auf eine Stufe gestellt werden. So wenig sich auch über Metathese mit Sicherheit sagen lässt, so darf man doch getrost behaupten, dass innerhalb der ersten von Paul aufgestellten Hauptart ("zwei unmittelbar auf einander folgende Laute werden umgestellt") nicht direkte Umstellung als *Motiv* der Veränderung zu Grunde liegt, sondern dass nur in dem schliesslichen *Resultate* des Lautwandels die einzelnen Elemente manchmal in umgekehrter Reihenfolge stehen wie vorher. Dabei werden wir zwei Unterabtheilungen machen:

(1) Ein tönender Laut, bes. Nasal oder Liquida ist im Spiele. Dann wird in *unbetonten* Silben zunächst Vocalreduction anzunehmen sein, und darauf unter günstigeren Accentverhältnissen Entwicklung einer *Svarabhakti*, eines Uebergangslautes zu einem Lautgipfel: *formage*—*frmage*—*fromage*; *revenir*—*rvenir*—*ervenir*; *regardar*—*rgardar*—*ergardar* (jetzt weiter zu *agadd*), und wohl auch *jeter*—*jter*—vulgärfranzösisch *echter*. In *betonter* Silbe dagegen wird sich zunächst eine *Svarabhakti* einstellen, und dann unter anderen Tonverhältnissen der ursprüngliche Sonant zum Uebergangslaut herabsinken und schwinden, der ursprüngliche Übergangslaut aber Sonant werden. Cf. *purh*—*puruh* (thorough)—*through*.

(2) Viel schwerer ist die Sache bei tonlosen Lauten, wie ags. *fix*, *axijean*, neuprovenzal. (z. B. Valence) *sesk* für *sexē*. Vielleicht liegt hier ursprünglich eine Art verkehrter Reconstruction vor. Es möchte in manchen Volkssklassen lautgesetzlich Assimilation der Muten eintreten, also *sexē*: *ses*, eine Form, die neben *sesk* vorkommt. Nun hörte der gemeine Mann daneben die alte Form mit *k* von gebildeteren Leuten; er hatte aber nur eine dunkle Vorstellung davon und, wenn er gebildet sprechen wollte, fügte er das *k* an falscher Stelle an—*sesk*. Bei *axijean* ist allerdings

die weite Verbreitung des modernen *aks* bedenklich; und es mögen hier ganz andere Gründe gewirkt haben. Jedenfalls aber haben wir bei allen solchen Metathesen uns möglichst nach *Motiven* in den *jeweils begleitenden Verhältnissen* umzusehen.

S. 60. *Semestrīs*, *κελαινεφής*, *ἡμέδιμνος*, *ἀγιφορεύς* sind doch nicht durch Dissimilation entstanden! Es ist ja natürlich, dass homogene Laute, nur durch tonlose Vocale getrennt, leicht zusammenschmelzen. Gegen unsere Annahme der Vocalreduction und Consonantcontraction spricht es durchaus nicht, wenn im Lateinischen unbetonte Vocale nicht immer schwinden. Die Latinisten werden sich stets vergebens bemühen, eine von so wandelbaren Accentverhältnissen abhängige Erscheinung wie den Vocalschwund in feste äussere Regeln zu bringen. Zwischen homorganen Consonanten konnte natürlich der zum Übergangslute herabgesunkene Vocal ganz leicht schwinden, und die Consonanten zusammenfliessen.

S. 66 ff. Das Capitel IV, 'Wandel der Wortbedeutung,' scheint mir eins der prächtigsten in dem ganzen Buche zu sein, und das will viel sagen. Mit wunderbarer Klarheit wird das Wesen des Bedeutungswandels erörtert. Allerdings standen hier Bréal's und besonders Wegener's schöne Untersuchungen als willkommene Vorarbeiten zur Verfügung. Aus dem S. 72–78 Gesagten erklärt sich wohl auch die Entstehung von *Slang* und *Cant*. Derselbe mag ursprünglich nicht mit Absicht geschaffen sein, sondern die "occasione" Specialisierung wurde zur "usuellen" (Warum nicht dafür "gelegentlich" und "gewöhnlich"?)

S. 89. Es möge darauf hingewiesen werden, dass angeregt durch diesen und die folgenden Abschnitte Jesperson einen sehr hübschen Aufsatz "Zur Lautgesetzfrage" geschrieben hat, der ihm als wertvolle Bereicherung der einschlägigen Literatur zum Studium empfohlen sei (Techmer's Zs. III, 188–216).—S. 89–90. Lehrer mögen hieraus bedeutsame Consequenzen ziehen für den praktischen Sprachunterricht.—S. 97. Zu analogen *r* etc. cf. z. B. engl. *ideer*, ursprünglich neben *idea* gebildet, wie *rather+voc.* *vorkam* neben *rath(r)+conson.*

S. 122. Der Romanist wird hier an die viel umstrittenen Doppeltiraden im altfranzösischen Epos denken, und wer Gröber's Auffassung derselben noch nicht theilte, dürfte vielleicht hier überzeugt werden.—S. 131. "Bedienter" ist doch wohl nach "beamter" gebildet.

S. 132. Zu *cminzipliā* cf. für's Englische das von Elliott (American Journal of Philology, Vol. VI., pp. 89-94) angeführte *reckermember, possobably*.

S. 132. Cf. ferner mhd. *wirser*, vulgärl. *worser*, vlgfrz. *plus pire*. Eine syntactische Contamination ist vielleicht auch das französische *lequel était plus grand, de César ou d'Alexandre?* Doch wohl aus *de César et d'Alexandre+César ou Alexandre*. Ist nicht auch engl. *never so*, in affirmativem Sinne, als Contamination zu erklären? *May it be never so cold=may it be cold+it never was* oder *can be so cold* oder aber *may it be so cold as it never was*. Die Wendung ist übrigens in America nicht nur ungewöhnlich in "familiar speech" (wie Storm. Engl. Philol. 227 aus Alford citiert) sondern auch sonst ungebräuchlich. Eine andere Contaminationsbildung, die man wohl gelegentlich hört, ist: *what kind of looking lady is she?* aus *what kind of lady+how looking*.

S. 146. Die Ammensprache "ist nicht eine Erfindung der Kinder." Das ist doch wohl nur so zu verstehen, dass allerdings nicht jedes kleine Kind den ganzen Ammenjargon für sich neu erfindet und gebraucht. Ursprünglich aber haben doch die Ammen oder Mütter den Kindern ihre ersten Sprechversuche abgelauscht und nachgeahmt.

S. 174. Der Unterschied zwischen *helfe-hälfe, Eltern-ältern*, etc., ist nicht nur ein orthographischer, wie hier und S. 333, angenommen wird, sondern auch ein lautlicher, wie verschiedentlich bemerkt worden ist. Cf. Neumann in Gröber's Zs. viii. 244, und Holthausen, Soester Mundart, 17 und Schluss. Die deutschen Mundarten beweisen, dass der Unterschied nicht unter Einfluss der Schrift entstanden, sondern das offenere *e* in *älter* ein lautliche Umbildung nach *alt* ist, vielleicht entfernt zu vergleichen mit dem i-Umlaut von *ö*.

S. 272. Zu *ad Martis (templum)* cf. engl. *at the merchant's*.

S. 275. Frz. *prud'homme* ist zu streichen, es ist bekanntlich nicht *prodem hominem*, sondern *prodem de homine*; auch *lundi* und *Thionville* sind nicht als französische Bildungen anzuführen; das erste ist lateinisch, das zweite eine mechanische Übersetzung der ursprünglichen, deutschen Form, cf. Gröber in seinem Grundriss, 2te Lieferung, 423 ff.—S. 293. Ein englisches Beispiel für secundäre, analogische Bildung von Composition wäre *he don't* nicht contrahiert aus *does not*, sondern natürlich nach *I don't, you don't*.—S. 315. Mit *κρήνη ἀφθονος* *ρέοντα* wäre vielleicht zu vergleichen das La Fontainesche *il ouvre un large bec*.

In dem schönen Capitel über "die Scheidung der Redeteile" hätte der Romanist gerne Paul's Ansicht über das Verhältniss von Gerundivum zu Participle gehört.

S. 358. Dass bei grösserer Abweichung des Dialektes von der normalen Sprache, die letztere um so correcter gesprochen wird, kommt doch wohl nicht so sehr von der grösseren Sorgfalt als daher, dass eben verschiedene Idiome einander weniger beeinflussen, und leichter von einander zu halten sind, als ähnliche.

S. 365. Auch wo zwei Sprachen mit einander um die Herrschaft ringen, wird nicht sowohl die vielfach missbräuchlich angeführte "höhere Cultur" den Ausschlag gehen, als vielmehr die Existenz und mehr oder minder anerkannte Herrschaft einer Gemeinsprache. So steht z. B. in der Schweiz nicht einfach das Französische dem Deutschen gegenüber, sondern die französ. Schriftsprache den einzelnen Schweizerdeutschen Dialecten.

Folgende, zum Theil sinnstörende Druckfehler sind mir aufgefallen: S. 7 *culturwissenschaft*, verbessere: *culturwissenschaft*; 8 und dem: *und denen*; 14 *gebährde(n)* d. *h* (2 mal); 24 *associeren*, d. *c*; 25 *sprechorgane*: *sprechorgane*; 38 *regen*: *reger*; 39 *folk*: *volk*; 42 *geslaltung*: *gestaltung*; 50 *mann*: *man*; 51 *durchstehende*: *durchstechende*; 52 *übertragen*: *übergagen*; 65 *Dissimulation*: *Dissimilation*; 68 *boc*: *bock*; 74 *unvlätigkeit*, v: *f*; 86 *hortibus*: *hortis*; 87 *klank*: *klañk*; 88 *vater*: *valters*; 90 *permiscue*: *promiscue*; 96 *anlautenden*: *auslautenden*; 105 *entgegen gesetze*: *—gesetzte*; 106 *Miklosisch*: *Miklosich*; 129 *complicated*: *complicated*; 172

børna (neudän.): *børn*; 173 durchauch: *durchaus*; 173 staitaut: *staistaut*; 176 stigðs: *stigð's*; 199 possesiv—: *possessiv*—(3 mal); 238 exprimé: *exprimée*; 239 possesiv—: *possessiv*—; 273 gebährden, d. h.; 275 grandmère: *grand'mère*; 276 zusammenschliessen: *sich zusammenschliessen*; 276 zusammengezogen aus niur etc., d. aus; 279 de bonne air: *aire*; 296 entstehen: *entstehen*; 309 gesetzten: *gesetzten*; 313 langeschläfer: *langeschläfer*; 318 casurection: *casusrektion*; 322 Anm. conjugation: *conjunction*; 323 bezeichnen: *bezeichnen*; 329 verständiss: *verständiss*; 329 wechsel: *wechselt*; 330 dem: *den*; 333 mann: *man*.—Die Beispiele sind zwar überwiegend aus dem Gebiete des Deutschen genommen; doch hat Paul auch z. B. englisch und französisch so reichlich herangezogen, dass einer etwaigen Übersetzung, die auf ein specielles Publicum Rücksicht zu nehmen hätte, schon bedeutend vorgearbeitet ist.

So scheiden wir denn von dem herrlichen Buche¹ mit dem Wunsche, dass es in seiner neuen Gestalt immer mehr Einfluss auf die gelehrte Welt gewinnen möge, dem Verfasser zur Ehre und der Wissenschaft zum Nutzen.

GUSTAF KARSTEN.

Indiana University.

ENGLISH LANGUAGE.

The English Language; its Grammar, History, and Literature, with chapters on Composition, Versification, Paraphrasing, and Punctuation. By J. M. D. MEIKLEJOHN. D. C. Heath & Co., Boston, New York, and Chicago, 1887. viii, 388 pp. 8vo.

Professor Meiklejohn has here put within the covers of a single volume chapters on those phases of the study of English which are usually surveyed in a course of secondary training. The treatment is therefore in the

¹ It is a fact well known to the readers of the MODERN LANGUAGE NOTES that many of the most distinguished linguists in Europe and America believe neither in the novelty nor in the soundness of the theories advanced by Professor Paul in the present volume. To them we owe the statement that this journal is not the organ of any school or party, and that its columns are equally open to a review from the opposite standpoint. J. G.

main general; extensive rather than intensive; introductory and suggestive, rather than detailed and exhaustive. The point of view is taken in the immediate and practical wants of one seeking a plain and serviceable education in his own language. The book is believed to furnish the basis for four years of such study, although the material is not so arranged as to constitute an organic succession of topics to be mastered in a fixed order. The teacher is accordingly asked "to guide his pupils in the selection of the proper parts for each year." The book is indeed made up of a series of what we are now accustomed to call primers. This is so apparent that the American publishers are prepared to furnish the several parts or chapters in separate form. The titles of these parts give a notion of the whole ground covered by the treatise: Part I bears the name of "The Grammar of the English Language"; Part II is on "Composition, Punctuation, Paraphrasing and Prosody"; Part III is "The History of the English Language," and Part IV an "Outline of the History of English Literature."

As rapid and necessarily incomplete sketches these chapters are not without considerable merit, and in the hands of experienced teachers may be made to yield good results. But the teacher will have to know how to deal with the author: most of his passages are to be taken as mere texts for expansion; some will be found best fitted for slight regard, if not indeed for entire omission. The line of approach to many topics will need to be varied, and many details queried or corrected. With some exceptions the author has, throughout, maintained a uniformity of aim and purpose that marks a strong practical teacher, and any teacher possessed of like qualities will not be insensible to a spirit of helpfulness pervading these pages. But primers are of all books the hardest to write and the easiest with which to find fault. These primers, it may therefore be safely said, will not please every one; they will as certainly satisfy no one. The duty of a reviewer in such a case might then appear to be plain enough. He has but to commit his author to the mercy—if that be the word—of his public. But is the matter so simple after all? No one need be reminded that the

making of elementary text-books is coming to be more and more shared by true scholars, and rightly so. This circumstance has made us familiar with wide differences of method, hardly before suspected by many. When, for example, a great American philologist, some years ago, published a child's grammar of the English Language, what a tumult must have stirred the timid breasts of the unnumbered host of school-grammar-mongers! Has Prof. Meiklejohn, in the present instance, upheld the new tradition of scientific primers, or, with scissors and paste followed the rules of the commercial book-maker? He surely stands acquitted of the latter charge, though he does not take the highest rank in the class of those who represent the better doctrine. There is sufficient evidence in these pages to show that the author is so well equipped in some of the departments of his wide subject as to enable him to be effective in omission: he epitomizes and leaves the impress of reserved force. But where results are employed of those who work according to methods in which he has been less thoroughly trained, we have at least a display of genuine and intelligent interest that contributes strongly to a palliation of many offences against accuracy. This restriction holds particularly for 'historical' notes and observations introduced throughout the First Part, which is a good descriptive grammar in outline; it also holds for certain philological appendices attached to the grammar; but the teacher that can make right use of these matters will also be qualified to correct and modify their form.

There is however one chapter in which the author so sadly breaks in equality of performance, that we may also now take leave of our indulgence in general descriptives. We refer to the chapter on Versification. When shall we learn to be simple and rational in our theories of Metre! Our author illustrates a verse made up of four iambuses thus:

'Twere long', | and need' | le , h re' | to ell'
How to my hand these papers fell.

One may justify a design in at first omitting the scansion of the second line, until one turns to the next page to be startled by this observation: "But we seldom see a trochee introduced into an iambic line; or an iambus into a

trochaic." *Amphibrachic* metre is set forth without the least misgiving. It were worth knowing whether Prof. Bain would even to-day continue, with our author, to scan,—

There came' to | the shore' a | poor ex'ile | of E'rin | .

A few pages further on there is an approach to the truth when we are told that "there are very few examples in English of this kind of verse;" the simple truth being that there are *none*. Remarks on the relative frequency of the different types of metre are numerous, and in some instances quite odd. For example, under the head of iambic tetrameter: "There is a good deal of this verse in English; and most of it is by Scott." Again: "There is very little anapaestic verse in English;" of the dactylic tetrameter there is in English poetry also "very little;" *amen* and *farewell* are represented to be about the only spondaic words in the language. Pope is accused of managing the cæsura worst—"worst, because it is almost always in the same place" and lines from the 'Rape of the Lock' are cited in evidence. But a rough estimate shows that in this poem the occurrence of a varied diæresis in relation to that of the prevailing type is about as one to two. The monotony of Pope's verse is due to a characteristic structure of the line to which the medial pauses have no definite relation. The treatment of the stanza is altogether lacking in carefulness. In the quatrain, for example, the second line is said *always* to rhyme with the fourth. Is not *In Memoriam* in quatrains? We can hardly pardon such misleading incompleteness as the following: "A stanza of eight lines is called an *octave* or *ottava rima*;" and again, "A stanza of nine lines is called the *Spenserian stanza*." The closing paragraph is on the Sonnet and proves Prof. Meiklejohn to have been at least once "mind-less of its just honours."

JAMES W. BRIGHT.

THE NEW DIALECT JOURNAL.

Revue des Patois, recueil trimestriel consacré à l'étude des patois et anciens dialectes romans de la France et des régions limitrophes. Publié par L. CLÉDAT. Paris, Vieweg, 67 rue de Richelieu. Price, 17 frs. per year. Nos. 1 and 2.

This publication is the beginning of the enterprise announced in M. L. NOTES, Vol. II., p. 70, and the two numbers lying before me give promise of excellent work. We have a multitude of journals devoted to the interests of Romance literature and linguistics, but, for those specially inclined to dialect investigations, a pressing need has long been felt for some organ that should more particularly represent this department of Romance study. It is true that the pages of several other journals such as the *Zeitschrift für romanische Philologie*, the *Romania*, etc., etc., are open to articles of dialect research, but in this line of work as nowhere else, perhaps, in the whole field, is room wanted to spread out the materials in detail before the reader; and hence a publication devoted exclusively to the reproduction of all forms and phases of patois life is a desideratum which we welcome with more than ordinary feeling. The editor has probably done well, too, in limiting, for the beginning, the domain covered by his Review, to the French and its genetically allied idioms, though the time will soon come, I hope, when, through the more extended and critical development of dialect investigation, a journal for Romance patois in general, will become a necessity. Meanwhile, let us give to the newcomer a cordial welcome and wish it all possible good fortune.

In the "Avertissement" of the first number, the editor makes a few remarks on dialect work, particularly in France, then proposes a system of notation that is inadequate to meet the wants of sound representation such as come up in the multifarious shadings of French patois phonetics. It is understood, of course, that these directions are intended, in great measure, for the general public and, as such, are kept as free from detail as possible; hence it happens, perhaps, that apparent inconsistencies have crept into them which otherwise might have been avoided. For example, after having stated (p. 2) the wholesome doctrine: "Il importe d'écrire exactement les mots tels qu'ils se prononcent. Il ne faut pas, sous prétexte de se rapprocher de l'orthographe française, écrire des lettres qui ne se prononcent pas;" the writer tells us, (p. 3) "il n'y a pas d'inconvénient à écrire *eu* (*ceux*) et *ou* (*sou*)

comme en français." Here the common observer, leaving out of account the delicate quantitative differences in sound represented by the digraph *eu* (*peur*, *neuf*), might, with great advantage to the reader, and without embarrassment to himself, indicate for us the more striking variations of open and closed vowel quality (*peur*, *feu*), since it so often happens in dialect that this is essentially different from what we find in French proper.—P. 3. "Le son que l'on entend dans les mots français 'töt et 'chapeau' doit être écrit par *ö*, jamais par *eau* ni par *au*." Here, again, the student of dialect phonetics would be deeply interested to know whether the native patois speaker uses the closed (*rose*), or the open (*robe*), sound of *o*, and in the examination of certain poetic compositions, his uncertainty with reference to this fact would hinder him from coming to just conclusions about the exact constitution of the verse. The Lorraine guttural is represented by *kh*, "la graphie *ch* restant réservée au son chuintant que l'on entend dans le français 'chant, cheval, etc.'" Why not have the simple graphic sign *ʒ*, now so commonly used to represent this dental voiceless sibilant, especially since *z* is to supplant *s* in such words as *rose*, etc.? As nothing is said about the corresponding voiced sibilant *ʒ*, it is to be presumed that the monstrous French *j* (*g*) must be used as its legitimate representative; in fact, the last sentence of the "Avertissement" (p. 4) justifies this conclusion and appears more or less contradictory to the first statement quoted: "Pour les sons que nous n'avons pas prévus, nous recommandons *** de les écrire avec les lettres françaises qui s'en rapprochent le plus, en les soulignant et en les expliquant." While, then, these instructions are evidently intended for the general collector, and for him may be of use in a cursory way, yet for the special dialect investigator, they are wholly inadequate, and I fear that material collected in this manner may not always be of accurate scientific value on the phonetic side. In truth, the "réponses contradictoires" mentioned by the author (No. II. p. 99), as coming from two of his correspondents, with reference to writing *le* or *lo*, and the supplementary note in the "Chronique" (II. p. 159) designed to avoid the

confusion between *au* and *aw*, *ai* and *ay*, show already at the outset that a more exact notation is necessary. On the other hand, the principal morphological products may thus be safely set down, as they have little to do, comparatively speaking, with the literary importance of the popular texts collected.

In No. 1, the first contribution is a mere announcement by the editor of his intention to treat "Les patois de la région lyonnaise," which cannot be done in detail till he has made a more extensive collection of texts. With this object in view, he has communicated, through the rector of the Academy of Lyons with the rectors of the Academies of Besançon, Chambéry, Clermont and Nancy. By them, the project was laid before the teachers of each Department and the names of those willing to second the scheme are given according to Arrondissement. This preliminary step in the work was admirably practical and has already brought out enough material for the writer to begin his treatise in the second number (pp. 81-106), the introductory chapter being confined to the definite article. The series of dialects covered by this study, are the legitimate Franco-Provençal patois and those of certain contiguous Departments: Ain, Hautes-Alpes, Ardèche, Doubs, Drôme, Isère, Jura, Loire, Haute-Loire, Rhône, Haute-Saône, Saône-et-Loire, Savoie, Haute-Savoie, Vosges and the territory about Bel-fort.

The first set of questions sent out concern matters of flexion especially and cover the following subjects:—1. The forms of the definite article;—2. Those of the indefinite article;—3. Possible doublets in two categories of feminine nouns ending in *a* in Latin;—4. Characteristics of the feminine and of the plural;—5. Forms of the personal pronoun.—The writer prefaces his investigation by noticing a peculiar trait of the reduced singular article *l* (common to the whole of France), where mouillation has swallowed up the characteristic form in connection with the word *iod* (*eau*); for example, in the Canton of Tournus (Saône-et-Loire) "la couleur de l'eau=la couleur de *iod*. Under the influence of the initial *yod* of *iod*, the article proper has disappeared, as in the popular *qu'est-ce qu'i ya* for "qu'est-ce qu'il

y a." For certain parts of the speech-territory examined, *liaison* of a two-fold nature exists for the plural article: *s=z* before the palatal vowels *ɛ, i, ɥ, ð*, and *j (z)* before the guttural vowels *a, o, u, on*.

The interesting and important inquiry is now entered upon to determine the geographical distribution of the various forms of the article within the district under consideration, and the results reached are gratifying. Six morphological types are found here: *lē (lè)*, *el*, *lu*, *lou*, *le*, *lo* and of these *lou* and *le* are the only ones that cover extended territories. *Lē*, *lè*, *el* are found in the East (Lorraine); *lu* here is very rare, occurring only in Provençal speech (Dordogne) and about Valence (Drôme); *lo* appears here and there throughout the territory that is studied. *Lou* and *le* divide the ground between them: starting on the extreme east and following a curved line, to the northwest, we have *lou* in the Departments of Hautes-Alpes, Drôme, Ardèche, Haute-Loire. In the last-named Department, the two lines meet; the north uses *le*, the south, *lou*. Turning again to the east we strike another compact domain of *lou*, covering Franche-Comté and part of Bresse: the Departments of Haute-Saône, Doubs and Ain. For the *le*-district, we begin again to the north, north-east of the northern division of the *lou*-territory, that is, with the Department of Vosges and, following a curved line to the south-west, take in a strip of west Haute-Saône, the north-west corner of Jura, Saône-et-Loire, Loire and, finally, the northern part of Haute-Loire, where the *lou*-line bearing to the north-west meets the *le*-line. On the east of the *lou*-territory, wedged in between its northern and southern divisions, a limited field (Savoie and Haute-Savoie) of *lou*-forms is to be noted, which belongs, properly speaking, to the Swiss dialect territory. The small Department of Rhône is the mixing ground of the two patois forms; *lou* prevails in Isère, but examples of *le* are frequent in the north-west.

From this short survey of the results obtained by Professor Clédat in his initial patois study, we cannot fail to recognize the importance of his labor for French grammar, and we shall look forward with great interest to the like investigations that are to follow.

His next paper will treat of the contract forms of the masculine article. The detailed examination of dialect morphological phenomena, such as is here carried out, is destined to throw light on the early constitution and growth of proper French forms, and it is thus a subject of congratulation that this comparatively new field has been entered upon by the young Lyons professor with so much thoroughness and vigor.

The second article which occupies nearly the whole of No. 1. of the new Review is by M. E. Philipon, and is devoted to a study of "Le dialecte bressan aux XIII^e et XIV^e Siècles," (pp. 11-57). This is a fitting counterpart to the editor's paper on the article, since it takes a well defined region of the Franco-Provençal territory and gives us a grammar-summary, texts and vocabulary of the older stage of this special variety of speech. The grammar proper is preceded by a dozen pages covering the chief phonetic peculiarities of the old language of Bresse. As archivist, the writer has been able to collect the few extant charters and "registres terriers" of the early patois of this district, and it is on them that his study is based. Twenty-seven pages of these texts are given here, followed by a vocabulary, so that the investigator has adequate material at hand to control the opinions expressed by the author, if he wishes to do so.

For the second number of the Review, M. Puitspelu, author of the 'Dictionnaire étymologique du patois lyonnais,' gives us "Un conte en patois lyonnais du commencement du siècle." Toward 1806, the Bureau of Statistics of the French Empire determined to collect translations of 'L'Enfant prodigue' in the various patois of France. Cochard was at this time Conseiller de préfecture of the Department of the Rhône, and was commissioned to collect the translations for his Department. Among these are found certain popular "Contes," in dialect, that have not been published and that are often much more interesting and characteristic than the Parable itself.¹ It is one

¹ Similar materials are found in the dialect Parable collections made in northern France. We shall publish soon one of these patois pieces, consisting of a few lines, which was copied in the Archives at Rouen and which is entitled: "Compliment adressé à S. A. R. Madame la duchesse de Chartres par les p cheurs du Faubourg du Pollet-les-Dieppe." It is in the Polletais dialect of that time and of interest from this point of view.

of these, "Dialogo de doux homos de la parochi de * * qu' eriant ou cabaret," that the writer presents here, accompanied by a face-to-face Modern French-translation and frequent explanatory foot-notes.

A series of short dialect texts, mostly accompanied by French translations, follow next, by Joret, Brunot, Fertiault and others. An interesting and most useful list of dialect works, arranged according to Departments, closes both Nos. of the journal.

A. MARSHALL ELLIOTT.

BRIEF MENTION.

The attention of subscribers is called to the proposed increase in the price of MODERN LANGUAGE NOTES, as indicated at the head of page 2 of our advertising sheets. This change will be referred to more at length in our next issue.

The fifth annual Convention of the Modern Language Association of America will be held at the University of Pennsylvania (Philada.) on December 29 and 30. Papers will be read by Professors Sheldon (Harvard), H. S. White (Cornell), Karsten (Indiana Univ.), Collitz (Bryn Mawr), Smyth (Philada.), Tolman (Ripon College), Shepherd and Primer (College of Charleston), Fortier (Tulane), Wood and Elliott (Johns Hopkins), Lang (Swain Free School), Kroeh (Stevens' Inst.). A circular will be issued in a few days, giving particulars as to papers, order of exercises, social entertainments, etc.

A rich and interesting vein of folk-lore tales for English readers has been drawn upon by Mrs. M. Carey, in her 'Fairy Legends of the French Provinces,' just issued by Thomas Y. Crowell & Co., N. Y. (12mo, pp. 300, \$1.25). The book consists of translations of thirty-four fairy tales, selected in part from the French folk-lore journal, *Mélusine*, and in part from Paul Sébillot's 'Contes des Provinces de la France' (Paris, 1884). Most of these tales present the charm and the authenticity of having been taken directly from the lips of the people by such distinguished specialists as Emmanuel Cosquin, J. A. Cuq, F. M. Luzel,

and Victor Smith. The present translation is simple, smooth and dignified, and is prefaced by an introductory note from the pen of J. F. Jameson, Ph. D., Associate in History in the Johns Hopkins University. It is encouraging to find the products of the scientific spirit of folk-lore study so promptly seeking extension through popular channels.

On the point of going to press, we receive from D. C. Heath & Co., Boston, the promised edition of Grandgent's Italian Grammar (12mo, pp. 124). Its compact form and convenient arrangement invite the learner to make quick and vigorous work of the leading facts of Italian grammar; and under the impulse thus given it may be hoped he will push rapidly ahead and become more than the "ordinary student of Italian" for whom this little work is intended to be sufficiently complete. The book opens with a short but careful chapter on pronunciation, in which, among other excellencies, the fundamental distinction between 'open' and 'close' *e* and *o* is properly emphasized. But what is still more to the point (and almost too good to be true!), this important distinction, as well as the proper place of the tonic accent, is consistently marked in all Italian words, throughout the entire book. In so brief a grammar, the author has doubtless done wisely in suppressing everything in the way of 'etymology' and general philology. The grammatical statements are accompanied freely by translated examples, and sufficient aid in the preparation of the exercises is afforded by foot-notes and vocabularies. Reference is facilitated by a good index. The exercises number only twenty-one, eleven in Italian and ten in English. These are sufficient for use in a rapid first study of the grammar, but not enough to ground the student in forms and vocabulary. Fortunately, this deficiency may be conveniently supplied by the use of the *Italian Principia*, Part I. (Harpers, 1884), the chief feature of which is its abundant equipment of well-conceived exercises, with special and general vocabularies. The second part of the same work contains a wide range of prose selections, together with a few poetical extracts, and is well supplied with explanatory notes, grammatical exercises and vocabulary. With these

three books to begin with, earnest students need not hesitate to undertake the charming study of Italian, even without a teacher.

Science and Education for May 13, 1887, has a general survey of "Scandinavian Studies in the United States," by Daniel Kilham Dodge. The founding, in our colleges, of chairs for Scandinavian Literature is here specially noted and the importance of these studies insisted upon both for their intrinsic merits and for their intimate relation to other Teutonic forms of speech.

The *Hamilton Literary Monthly* (Organ of the Students of Hamilton College, N. Y.) offers a prize of \$100 for the best essay on "The Conservatism of American Institutions." The limit of time for sending in the work, is Jan. 20, 1888; the judges are Senator Joseph R. Hawley, Hartford, Conn.; E. B. Elliot, Ph. D., Washington, D. C.; Congressman James S. Sherman, Utica, N. Y. For special conditions, address John E. Everett, Business Manager, Clinton, N. Y.

According to *Science*, for Oct. 7, 1887, Prof. Coelho (Lisbon) has brought out a third article in a recent number of the *Boletim da Sociedade de Geographia de Lisbon*, on the Romance dialects of Africa, Asia and America. The first of these contributions was read before the Geographical Society in 1878; the second, in 1882, bearing the title: "Os dialectos romanicos ou neo-latino na Africa, Asia e America."

The theory advanced in a recent number of the NOTES (May, 1887), as to the probable source of Goethe's *Goldschmiedgesell*, has been established by the discovery of the circumstances attending its composition. Prof. Ludwig Geiger, of Berlin, editor of the *Goethe-Jahrbuch*, on first seeing the May number of the NOTES, wrote as follows: "Die Vermuthung über Goethe's Goldschmiedgesell ist sehr ansprechend und schön durchgeführt." A few days later he informed the author that he had found in Riemer's *Tagebuch* the following passage: "12 September (1808). Machte Goethe abends ein Lied aus Anlass des englischen, das mir die Frau von Fliess gegeben." Extracts from Riemer's *Tagebuch* appeared in the *Deutsche Revue* for October, 1886, but

this journal was not accessible to the author at the time of writing his article. There can, of course, no longer be any doubt that the "englisches Gedicht" here mentioned is Henry Carey's 'Sally in our Alley.'

Science, for October 28, 1887, contains an interesting article by Prof. W. T. Hewett (Cornell University, Ithaca, N. Y.) on "The Study of Modern European Literature in America." *The Dial*, for August and September, has reviews by Melville B. Anderson (State University of Iowa, Iowa City) of Symonds' 'Renaissance in Italy: The Catholic Reaction,' and of Hubert Hall's 'Society in the Elizabethan Age.' The October number of the Louisiana *Journal of Education* gives us a lengthy survey of "Romance Philology" by Prof. Alcée Fortier (Tulane Univ., New Orleans), and the November number of the same journal has a paper treating "Recent Text-Books for German" by Prof. C. Woodward Hutson (Univ. of Mississippi, Oxford).

PERSONAL.

W. H. Fraser, B. A., whose edition of 'Un Philosophe sous les Toits' was reviewed in the last number of the NOTES, has accepted the position of teacher of Italian and Spanish in University College, Toronto. The French and German mastership in Upper Canada College, Toronto, left vacant by this appointment, is now occupied by Chas. Whetham, B. A., sometime Fellow in Romance Languages and graduate student in Germanic Languages in the Johns Hopkins University.

Melville B. Anderson has been called from Purdue University (cf. MOD. LANG. NOTES, Vol. II., col. 141) to the State University of Iowa, Iowa City, to fill the place heretofore occupied by Miss Susan F. Smith. Professor Anderson holds the chair of English Language and Literature in his new academic quarters, this making his fourth change since 1880.

Dr. J. A. Fontaine, whose name will appear in the next issue of the NOTES, was appointed at the opening of the present academic year "Instructor in Romance Languages and Latin" at the University of Nebraska, Lincoln. Mr. Fontaine was a student in the Collège de Sion-Nancy (France), from 1872-79. Having received his diploma in the last named year, he studied Law in Paris from 1880-81; from 1882-86 he was a graduate student in the department of Romance Languages, Johns Hopkins University, where he took the degree of Doctor of Philosophy in 1886. The following year was spent by Dr. Fontaine in Paris and Bonn, working with Gaston Paris, Paul Meyer and Wendelin Förster.

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Baldwin, Jr.—Essential studies in English and American literature; with questions and exercises, selected readings and references, numerous biographical notes, etc.; for school and college use. Philadelphia, J. E. Potter & Co., 1886, 5-384 pp. D. cl., \$1.25.

Baudisch, Realehul-Prof. Joh. Schul-Commentar zu Milton's "Paradise lost" [Gesang I-XII]. gr. 8. IV, 146 pp. Wien, 1887, Pichler's Wwe. & Sohn. n. 3.

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Bigelow, Marshall T.—Mistakes in writing English and how to avoid them: for the use of all who teach, write, or speak the language. Boston, Lee & Shepard, 1886, 110 pp. S. cl., 50 c.

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Latimer, Elizabeth Wormeley.—Familiar Talks on Some of Shakespeare's Comedies. Boston, Roberts Brothers, 1886, XIII, 445 pp. 8vo, \$2.00.

FRENCH.

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Colignet, Mme. C.—Fin de la vieille France. Un gentil-homme des temps passés. François de Scépeaux, sire de Vieilleville 1500—1571. Paris, 1886, 8vo, IX, 438 pp. 7 m. 50 pf.

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Haillant, N.—Essai sur un patois vosgien. Dictionnaire phonétique et étymologique. In-8. (Epinal). E. Lechevalier. 10 fr.

Hanoteaux, G.—Etudes historiques sur le 16e et le 17e siècle en France. Paris, 1886, 18mo, 351 pp. 3 m. 5 pf.

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Amici, Edmondo de.—Alberto: with explanatory notes in English by T. E. Comba. New York, W. R. Jenkins, 1886, 112 pp. S. (Novelle Italiane, no. 1.) pap., 35 c.

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